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ABSTRACT

A curriculum guide to the graduate program of higher education at Florida State University, Tallahassee is presented. Established in 1957, the higher education program has been ranked among the top 10 of 83 in the United States during the past 10 years. Each student's program of studies is designed with course options and other learning experiences so that each participant may realize current educational needs and achieve desired professional goals. Coursework is designed to provide a knowledge base and theoretical framework relevant to higher education. Five sections provide information on the following areas: admissions procedures and requirements; fees and financial aid; degree programs (Master's degree, Education Specialist degree, Doctor of Education degree, Doctor of Philosophy degree, and Certificate programs); affiliated centers (Institute for Studies in Higher Education, Institute for Departmental Leadership, State and Regional Higher Education Center and Center for Studies of Women in Administration); and a listing of faculty within the program. Tables are included. (SM)

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CURRICULUM GUIDE

Graduate Program HIGHER EDUCATION

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Department of Educational Leadership

College of Education
The Florida State University
Tallahassee, Florida

HE 023 158

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CURRICULUM GUIDE

Graduate Program
HIGHER EDUCATION

Department of Educational Leadership
College of Education

The Florida State University
Tallahassee, Florida

August, 1986

Florida State University is an affirmative action, equal opportunity institution. Applications are encouraged from qualified individuals regardless of age, sex, religion, or ethnic background.

This publication was promulgated at a cost of $1215.00 or $.62 per copy to disseminate information concerning graduate studies in the Higher Education Program at Florida State University.

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GENERAL INFORMATION

Graduate study in higher education prepares individuals for careers in administration, management, and leadership in public and private two-year colleges, four-year institutions, and universities. Graduates work in a variety of service, research, and teaching programs in education agencies, and in non-education firms throughout the United States and abroad. These careers offer the satisfaction of serving human needs and realizing valued societal goals. Graduate study toward a career in higher education can also improve opportunities for advancement and mobility as well as offer intrinsic rewards which stimulate productivity, enhance expertise, and renew motivation.

At Florida State University, the Higher Education Program has earned a national reputation for excellence in professional training. Established in 1957, the Program has been ranked among the top ten (of 83) in the United States during the past ten years. Graduate study options lead to M.A., M.S., Ed.S., Ed.D., or Ph.D. degrees.

Each student's program of studies is designed with course options and other learning experiences so that each participant may realize current educational needs and achieve desired professional goals. In general, coursework is designed to provide a knowledge base and theoretical framework relevant to higher education. During the period of study, a graduate student may select an internship from among several offices or agencies, which permits the application of theory to practical problems.

In addition to program versatility that unites both theory and practice, the faculty provide the variety of expertise and experience essential to an understanding of the nature of higher education as an enterprise and a field of study. Graduates constitute an important network of individuals who serve nationwide in positions as presidents, deans, corporate and association executives, directors of research, educational coordinators, and college and university faculty.

For an application, write to:

Program Coordinator
Higher Education Program
Department of Educational Leadership
113 Stone Building
The Florida State University
Tallahassee, FL 32306

ADMISSIONS PROCEDURES AND REQUIREMENTS

Admission to these degree programs is dependent upon several common and unique requirements. After the student obtains an application form from the Department of Educational Leadership, the completed form, transcripts from previous colleges, and other official papers are sent to the FSU office of Graduate and International Admissions. In addition, the applicant must submit a letter to the Department, stating his or her intention to pursue a graduate degree and attach a current curriculum vita or resume as well as a sample of written work (a term paper, thesis, research paper, published article or monograph, report or proposal). The applicant also should have three letters of recommendation sent to Graduate Admissions by substantial persons testifying to the appropriateness of the applicant enrolling in a graduate Higher Education program. This second group of materials will be used in the evaluation of the admissions request.

In general, an applicant must satisfy two of the following three requirements: (a) a score of 1000 or better on the Graduate Record Examination; (b) a GPA of 3.0 (B average) on a 4.0 grade point scale in his/her last two undergraduate years; (c) a GPA of 3.5 on a master's or education specialist degree. Higher GRE scores are required for certain degree programs and fellowships. An Ed.D. student without a GRE should take the examination within the first semester at FSU; a Ph.D. student should submit a GRE score with his/her application for admission. The results of the GRE will be used for diagnostic purposes. Applicants to the Master's and Education Specialist degree programs are encouraged to take the GRE, for the same reasons, by the end of their first semester of course work.

Students seeking admission to the Higher Education doctoral programs require above average fluency in written English. Students admitted with high potential and strong commitment but without written fluency in the English language must demonstrate achievement of these language skills prior to enrolling for their second semester of course work. International students for whom English is a second language must demonstrate English language proficiency through examination (TOEFL or its equivalent) prior to admission and by performance on papers written for courses. American and international doctoral students who have difficulty with the English language should enroll in the Education Specialist degree program as part-

time students while working to improve their English language skills.

Prospective students are encouraged to visit the FSU campus and Higher Education Program while seeking admission to any of the graduate programs. By contacting the Program Coordinator in advance, arrangements will be made to facilitate the visit.

FEES AND FINANCIAL AID

Graduate students are charged tuition as either a Florida resident or a non-resident. The tuition is higher for students writing a thesis or dissertation than those taking courses. The current schedule of charges can be obtained by contacting Graduate Admissions or this Department. A limited number of out-of-state tuition waivers are available to regular, full-time graduate students.

Students from states in the Academic Common Market may find they can pay in-state fees for certain degree programs (e.g. students from Georgia enrolling in the Ed.D. program in Higher Education). Write for information about this special program.

Some fellowships and assistantships are available to well-qualified students who enroll full-time and contribute their time and energy to major research or service projects associated with The Institute for Studies in Higher Education, affiliated centers, or individual faculty grants. In some cases, largely through arrangements with other departments of the University, student loans and work-study can provide financial assistance. Details and application forms for these student aid programs are best obtained after applying for admission and during a visit to the Florida State University campus.

DEGREE PROGRAMS

Introduction

The Higher Education Program offers two degree tracks: one for practitioners and another for researchers. The practitioner degrees are the Master of Science (courses only option), Education Specialist (Advanced Master's) and the Doctor of Education. The principal research degrees are the Master of Science (thesis option) and the Doctor of Philosophy. A Master of Arts degree is also available, in either a course-only or thesis option; it is described with the other master's degrees. The Education Specialist degree is designed as a degree for part-time students who either need an advanced practitioner degree or who can not enroll full-time as a doctoral student. The unique linkages between all of the degrees are explained in the descriptions for each degree; the chart on page 9 illustrates the linkages. The description for each degree contains lists of required and elective courses which are usually available each semester. Consult the Florida State University *Bulletin*, the College of Education *Graduate Handbook*, and various class schedules for related information.

Master's Degree

The main theme of the Higher Education master's programs is the development, administration and evaluation of academic, administration and service programs in postsecondary institutions. Particular attention is given to the areas of continuing education, general administration, and student personnel services. Students intending to work and build careers in postsecondary institutions will find the Higher Education master's programs an excellent foundation for that purpose.

The Higher Education Program will assist prospective students in the location of part-time employment on the FSU campus. In addition, the Program provides assistance to graduates seeking placement in postsecondary institutions throughout Florida, the southeast, and elsewhere. A graduate of this master's program with three to five years employment in the postsecondary field will be given careful consideration for admission to a doctoral program in Higher Education at FSU.

Two master's degrees are available to Higher Education students: the Master of Arts and Master of Science. For the

THE RELATIONSHIP OF THE HIGHER EDUCATION DEGREE PROGRAMS
(One Symbol Equals One Academic Term or One-Third Year)*

	Terms	Years
Non-FSU Master's, Full-Time Doctorate		
E E E E E E	6	2.0
P P P P P P P	7	2.3
Non-FSU Master's, Part-Time Doctorate		
S S S S S S E E E E E	10	3.3
P P P P P P P	12	4.0
Full-Time (FSU) M.S. & Doctorate		
M M M M W W W W W W W W W E E E E E	10	6.3
P P P P P P P	11	6.7
Full-Time (FSU) M.S. & Part-Time Doctorate		
M M M M W W W W W W W W W S S S S S S S E E E E E	13	8.0
P P P P P P P	15	8.7
Extended (FSU) M.S. & Full-Time Doctorate		
M M M M M M W W W W W W W W W E E E E E E	12	7.0
P P P P P P P	13	7.3
Extended (FSU) M.S. & Part-Time Doctorate		
M M M M M M W W W W W W W W W S S S S S S S E E E E E	17	8.7
P P P P P P P	19	9.3

*Term Symbols:
M=Master's W=Work S=Ed. Spl. E=Ed.D. P=Ph.D.

M.A., a student needs to complete a program of studies in Higher Education, meet the foreign language requirements and take six graduate hours in the arts; an international student can be certified in graduate-level English. A student with a B.A. has the best preparation for this program. The course work for this degree will range between 45 and 53 credit hours, depending on the level of competency in a foreign language. A student selecting this degree must also choose between a course-work-only plan or a thesis option; the differences are discussed below. In addition, a student must complete six to 10 hours in internship(s) and write a thesis or comprehensive examination.

The Master of Science degree has two options: course work only or a thesis project in addition to course work. A thesis project requires preparation of a research prospectus which must be approved by the Department Head and the Dean's representative. This option is most appropriate for the student who later intends to enroll for a Ph.D degree, here at FSU or elsewhere. Completion of a thesis degree requires at least 42 hours of course work and six hours of thesis. Students are expected to complete six to 10 hours of internship(s) as part of their course work. No comprehensive examination is required for this option, although an oral examination over the thesis will be conducted by the supervisory committee.

The course option for the Master of Science degree requires a mimimum of 45 hours of successful course work, including completion of six to 10 hours of internship(s) and passage of a comprehensive examination. Students who enroll for this option usually expect to become practitioners and are currently uncertain about pursuing a doctorate. However, master's graduates with work experience may seek admission to the advanced practitioner degree program of Education Specialist (Ed.Spl.), Doctor of Education (Ed.D.) or the full-time research degree program of Doctor of Philosophy (Ph.D.).

Courses required of master's students appear in the following tables. The same curricula can be taken in a concentrated 15-month sequence or a two-year program, as illustrated in the two sets of tables. Note that one course is to be selected from each group of elective courses, in a pattern for a specialty or in an eclectic mix to maximize job opportunities.

A master's student should make a choice of the courses-only or thesis option by the end of the second full semester. If the student elects the courses only option, then she/he should plan to

CONCENTRATED 15-MONTH MASTER'S DEGREE PROGRAM

Courses	Credits, in Fall	Sprng	Sumr
EDH 5050 Grad. Inquiry Resources (2nd 6 wks)*			1
EDH 5840 Practicum in Stud. Pers. (8 wks)			3
EGC 5055 Student Personnel Work (8 wks)			3
ELECTIVE - I (Specialty) (2nd 6 wks)			3
			10
EDH 5051 Basic Understandings in H.E.	3		
EGC 5745 American College Student	3		
EDH 5944 Master's Internship (I)	3		
ELECTIVE - II (Specialty)	3/4		
	12/13		
EDF 5400 Basic Descrip. & Infer. Stat.*		4	
EDH 5006 Program Management		3	
ELECTIVE - III (Higher Education)		3	
ELECTIVE - IV (Specialty)		3	
		13	
EDH 5944 Master's Internship (II) (13 wks)			6
EDH 8966 Master's Comps Exam (2nd 6 wks)**			0
ELECTIVE - V (Higher Education) (1st 6 wks)			3/4
			9/10

*Research Tool
**For non-thesis writing students.

Electives appear on the next page.

ELECTIVE COURSES
(One from each group)

Courses	Credits, in Fall	Sprng	Sumr
ELECTIVE - I (Specialty Courses) (2nd 6 wks)			
ADE 5385 Adult Learning *			3
EGC 5905 DIS-Career Center Practicum **,***			3
Any other appropriate graduate course			3
ELECTIVE - II (Specialty Courses)			
ADE 5670 Processes of Community Ed *	3		
EDF 5461 Intro to Program Eval ***	3		
EGC 5445 Counseling Concepts... **	4		
ELECTIVE - III (Higher Education)			
EDH 5054 Postsecondary Survey *,***		3	
EDH 5405 Legal Aspects of H.E. **		3	
ELECTIVE - IV (Specialty Courses)			
ADE 5175 University Continuing Ed *		3	
EDF 5462 Evaluating New Programs ***		3	
EGC 5426 Counseling Technology... **		3	
EGC 5323 Career Develp. Prg. Design **		3	
ELECTIVE - V (Higher Education) (1st 6 weeks)			
EDH 5906 Directed Indvdl Study			3/4
EDH 5915 Supervised Research ****			3
EDH 5931 Special Topics			3/4

*Recommended for continuing education majors.
**Recommended for student personnel majors.
***Recommended for administration majors.
****May be offered as a program review and synthesis.

TWO-YEAR (5 TERMS)
MASTER'S DEGREE PROGRAM

Courses	Credits, in Fall	Sprng	Sumr
EDH 5050 Graduate Inquiry Resources *	1		
EDH 5051 Basic Understandings in H.E.	3		
EGC 5055 Student Personnel Work	3		
EDH 5941 Field Laboratory Internship	1/2		
ELECTIVE - I (Specialty) **	3/4		
	12/13		
EDF 5400 Basic Descrip. & Infer. Stat. *		4	
EDH 5006 Program Management		3	
ELECTIVE - II (Higher Education)		3	
ELECTIVE - III (Specialty)		3	
		13	
EDH 5840 Practicum in Student Personnel (8 wks)			3
EGC 5745 American College Student	3		
EDH 5944 Master's Internship (I) ***	3		
ELECTIVE - IV (Specialty)	3		
	9		
EDH 5944 Master's Internship (II) ***		3	
EDH 8966 Master's Comprehensive Exam		0	
ELECTIVE - V (Higher Education)		3	
ELECTIVE - VI (Specialty)		3	
		9	

*Research Tool

**Elective courses appear on the next page.

***A student needing 12 hours may take additional graduate elective courses or additional internship hours.

ELECTIVE COURSES
(One from each group)

Courses	Credits, in Fall	Sprng	Sumr
ELECTIVE - I (Specialty Courses)			
ADE 5670 Processes of Community Ed *	3		
EDF 5461 Intro to Program Eval **	3		
EGC 5445 Counseling Concepts... ***	4		
ELECTIVE - II (Higher Education)			
EDH 5054 Postsecondary Survey *,**		3	
EDH 5405 Legal Aspects of H.E. **		3	
ELECTIVE - III (Specialty Courses)			
ADE 5175 University Continuing Ed. *		3	
EDF 5462 Evaluating New Programs **		3	
EGC 5426 Counseling Technology... ***		3	
ELECTIVE - IV (Specialty Courses)			
ADE 5385 Adult Learning *	3		
EGC 5905 DIS-Career Center Practicum **,***	3		
ELECTIVE - V (Higher Education)			
EDH 5906 Directed Indvdl Study		3	
EDH 5915 Supervised Research		3	
EDH 5931 Special Topics		3	
ELECTIVE - VI (Specialty)			
EGC 5323 Career Develp. Prg. Design ***		3	
Any other graduate level course		3	

*Recommended for continuing education majors.
**Recommended for administration majors.
***Recommended for student personnel majors.
****May be offered as a program review and synthesis.

enroll for the comprehensive exams in the fourth or last full semester.

A student electing the thesis option should enroll in the third term for Supervised Research (see Elective V) so that a research prospectus may be prepared. A thesis student would enroll for six hours of EDH 5971, Master's Thesis, in the final term; he/she would also enroll for EDH 8976, Thesis Defense, in place of EDH 8966, Master's Comprehensive Exam.

A master's student with a part-time job in the University or elsewhere in Tallahassee can successfully pursue any of the master's programs outlined above. However, students holding part-time jobs which require substantial involvement, such as residence hall counselors or directors, should realistically plan to spread their programs out over two years or longer; a sixth term may be necessary to complete a thesis. In many ways, the additional work experience gained by a master's student during a two-year degree program can be beneficial when seeking full-time employment in a college or university.

Education Specialist (Advanced Master's) Degree

The Education Specialist (Ed.Spl.) degree in Higher Education is basically an advanced practitioner degree. This degree enables a student-practitioner to obtain official recognition for mastering an advanced set of graduate courses. Recognition for completing this kind of professional development program can lead to career advancement and/or salary increases.

The Ed.Spl. degree requires completion of a master's degree, 38 hours of course work (with some exceptions) and passage of a comprehensive examination. The Ed.Spl. degree requires some of the same courses as the Doctor of Education (Ed.D) degree, minus those in research methods and specialty subjects. The special relationship between the Ed.Spl. and doctoral degree programs in Higher Education is discussed below.

Persons should apply for the Ed.Spl. program who find they can enroll only as a part-time student (enroll for less than 12 credit hours a semester) in a doctoral program in Higher Education. This degree program will assist the student whose course enrollments will extend over two years, first by enabling the student to take the general comprehensive exam in a timely fashion and second by providing the recognition a student deserves for persevering through a long and arduous program of advanced

graduate study. Persons with a Master's degree in Higher Education from FSU are advised to apply for admission to a doctoral program unless they plan to be part-time doctoral students.

A student may transfer in six hours of successful graduate work and/or be certified as having completed another eight hours of the required courses listed below if they were taken within the last three years as part of a graduate program of Higher Education. All transfer and certified course work must be accepted as equivalent to an FSU course by the professor regularly teaching the FSU course. A student must complete a minimum of 30 credit hours of course work at FSU for the Ed.Spl. degree independent of the credit hours transferred or certified.

The comprehensive exam consists of the general field preliminary exam for the Higher Education doctorate, i.e. the first two days of the current written exam, excluding the question(s) on research methods. A separate passing score is set on this exam for Ed.Spl. students. Any graduate student attaining the passing score set for Ed.Spl. students is eligible to file for the Ed.Spl. degree.

The Ed.Spl. degree appeals to persons in a variety of circumstances, of which three are most common. First is the student who perceives the degree as a means to career or salary advancement without the extended entanglement of a doctoral prospectus and dissertation. Such a person may pursue the course work as a full-time student, but is more likely to be a part-timer; the latter is possible because there is no residency requirement as there is for doctoral students (i.e. 24 credit hours in 12 consecutive months).

A second case is that of the graduate student who is unsure but thinks pursuit of one of the doctoral degrees in Higher Education would be a desirable goal sometime in the future. This student feels the need to take advanced graduate work one step at a time; if he/she is successful with the Ed.Spl. program, then the Ed.D. would be next. This person needs to carefully plan a program of studies so that some or all of the Ed.Spl. course work hours will count toward the doctoral residency. See the following sections describing the part-time Doctorate in Education for the options to be considered.

A third way to earn the Ed.Spl. degree is to file for it after passing the appropriate portion of the written general field preliminary exams. A doctoral student who has taken the written

COURSES FOR THE EDUCATION SPECIALIST DEGREE STUDENT

Courses		Credits, in Fall	Sprng	Sumr
EDH 5050	Graduate Inquiry Resources *	1		
EDH 5051	Basic Understandings H.E.	3		
EGC 5745	American College Student	3		
EDF 5400	Basic Descrip. & Infer. Stat. *		4	
EDH 5006	Program Management		3	
EDH 5931	Special Topics			3
EDH 5906	Directed Indvl Study			3
EDH 5054	Postsecondary Survey	3		
Elective - I		3		
EDH 5405	Legal Aspects of H.E.		3	
Elective - II			3	
EDA 6101	Organization Theory			3
Elective - III				3
EDH 8968	Ed. Spl. Comprehensive Examination			0
		13	13	12

ELECTIVE COURSES
(One from each group)

Courses		Credits, in Fall	Sprng	Sumr
ELECTIVE - I		3		
ADE 5670	Processes of Community Ed			
EDF 5461	Intro to Program Evaluation			
EGC 5445	Counseling Concepts. . .			
ELECTIVE - II			3	
ADE 5175	University Continuing Ed			
EDF 5462	Evaluating New Programs			
EGC 5472	Counseling Clients. . .			
ELECTIVE - III				3
ADE 5385	Adult Learning			
EDH 5305	College Teaching			
Any Public Administration graduate course				

*Research Tool

preliminary exams should file for the Ed.Spl. after receiving notice of a passing score for either the Ed.Spl. or the first portion of the doctoral preliminary exams; this should be done before the oral portion of the exam is held. The oral exam will constitute the Ed.Spl. exam. Although there are some separate papers to be filed for the Ed.Spl. degree (to certify a committee, a program of studies, eligibility to take the Ed.Spl. exam, and a request for a diploma), the degree will provide the recognition deserved for completion of advanced graduate work in the field of Higher Education.

The 38 hours of courses to be taken are listed on the next page. They are set out in six- or seven-hour blocks for the part-time student; the blocks may be combined for the full-time student. Students who expect to proceed with the Ed.D. or Ph.D. programs after the Ed.Spl. should consult a faculty advisor and carefully plan both the Ed.Spl. and doctoral degree programs.

The Doctor of Education Degree Program

The Doctor of Education (Ed.D.) is the ultimate practitioner degree. In terms of this degree program it is the number and variety of research courses plus the applied or problem-orientation of the dissertation which distinguish the Ed.D. from the Ph.D. In the field of Higher Education, practitioners with this degree include institutional administrators of all kinds, instructors and professors, agency officials and policy analysts, and persons in many other postions in the public and private economic sectors.

In general, the degree requires completion of an accredited master's degree, a minimum of 48 credit hours of course work with a B average, passage of a three-part preliminary exam and completion of a dissertation. There are exceptions to the first two requirements depending on the recency of course work and whether earlier degrees were earned at FSU.

Persons with a master's degree applying for a doctoral program should have three to five years of full-time work experience in a postsecondary setting or policy agency before applying for admission to a full-time or part-time doctoral program in Higher Education. Persons with a Master's degree in Higher Education from FSU who plan to be full-time students should apply for admission to a doctoral program; any person who must be a part-time student should apply for the special program described

below. A person whose fluency in written English is average or lower should apply for the Education Specialist program and take whatever training is necessary to improve his/her writing skills before applying for a doctoral program.

A student may transfer in six hours of successful graduate work and/or be certified as having completed another eight hours of any required courses listed below if the graduate courses were taken within the last three years as part of an accredited master's program. All transfer and certified course work must be accepted as equivalent to an FSU course by the professor regularly teaching the FSU course. A student must complete a minimum of 42 credit hours of course work at FSU for the Doctor of Education degree if six hours of credit are transferred, independent of any subject hours being certified.

A doctoral student with a master's and/or an Ed.Spl. in Higher Education degree will be required to complete a minor of courses outside the Higher Education program to achieve the 42 hour minimum. When extra hours of electives need to be taken, consideration should be given to additional research courses (e.g. EDF 5401, Regression Techniques), program evaluation courses (EDF 5461 and EDF 5462), and advanced seminars in a basic discipline (because they cover not only a substantive area, but also the research methods of the discipline). Students with an adequate number of research methods courses may elect a few hours of Directed Individual Study (EDH 5906) or Doctoral Internship (EDH 5942). However, the study of an administrative or academic problem at an institution at which the student is currently employed must be a problem in an office or department other than the one in which the student normally works.

Each doctoral student must complete four research tools courses before the preliminary exams can be taken. Additional substantive and/or research courses may be required by a supervisory committee so a doctoral candidate may be able to competently pursue his/her dissertation research.

Another requirement for all doctoral programs is the accumulation of residency credits. Currently, a doctoral student must earn 24 credits in 12 continuous months. The full-time student can achieve 24 credits in the first two semesters. A person enrolled full- (or part-) time in an Education Specialist program can have his/her course credits count toward the residency if enrollment in a doctoral program continues immediately after completion of the requirements for the Ed.Spl. degree. However, at least one-

half of the 24 residency credits must be letter graded (e.g. A, B, or C). Other patterns of residency credit are possible and necessary for the part-time doctoral student (e.g. 8+8+8, 6+6+12); they are discussed below.

The preliminary exams are designed principally for the purpose of informing the faculty whether a student has mastered the subject matter of Higher Education and a speciality area, and whether he/she has the skills to work independently on a dissertation. The exams include written and oral performances. The written exams are divided between a general field portion and a specialty portion. The general field portion requires the student to learn the substance of all the publications on the official exam reading list. Some of the books and materials on this list will be covered in part or whole in course work, while others may not. Also on the field exam is a question(s) on research methods which must be passed by the student. The specialty exam is prepared by the student's supervisory committee on a topic on which the student has developed some expertise.

It should be noted that the general field exam, minus the research question, is used as the comprehensive exam for the Education Specialist student; a separate passing score is set for this abbreviated form of the exam. This arrangement is important for both full- and part-time doctoral students, as will be described below.

The Full-Time Ed.D. Program

The full-time doctoral student should schedule courses according to the plan on the following pages.

Doctoral students who have a special need to receive recognition for the completion of their course work hours can do so by passing an appropriate part of the doctoral preliminary exams. This is possible because part of the doctoral preliminary exams are taken by Education Specialist students (many of whom may be part-time doctoral students, as explained below). A student who has taken these exams should file for the Ed.Spl. after receiving notice of a passing score for either the Ed.Spl. or the first portion of the doctoral preliminary exams; this should be done before the oral portion of the exams is held. The oral exam will constitute the Ed.Spl. exam. There are some separate papers to be filed for the Ed.Spl. degree, e.g. to certify a committee, a program of studies, eligibility to take the Ed.Spl. exam, and a request for a

COURSES FOR THE FULL-TIME DOCTOR OF EDUCATION STUDENT

Courses		Credits, in Fall	Sprng	Sumr
EDA 6101	Organization Theory	3		
EDH 5050	Graduate Inquiry Resources * (1st)	1		
EDH 5051	Basic Understandings of H.E.	3		
EDH 5745	American College Student	3		
Elective - I (Outside DEL)		2/3		
		12/13		
EDF 5400	Basic Descr. & Infer. Stat. * (2nd)		4	
EDH 5054	Postsecondary Survey		3	
EDH 5405	Legal Aspects of H.E.		3	
Elective - II (Higher Ed)			3	
			13	
EDH 5505	Finance in Higher Education			3
EDH 5052	Current Problems in H.E.			3
EVT 5761	Research Design * (3rd)			3
Elective - III (Outside DEL)				3
				12
EDA 5506	Orgnz. & Governance of H.E.	3		
EDH 6935	Literature of H.E. & Prospectus	3		
Elective - IV * (4th)		3		
Elective - V (Higher Ed)		3		
EDH 9964	Preliminary Doctoral Exam	0		
		12		
EDH 6980	Dissertation Work		8-12	
Any other subject or research courses				
EDH 6980	Dissertation Work			3-12
EDH 9985	Dissertation Defense			0
EDH 6980	Dissertation (each term thereafter)	2	2	2

*Research Tool courses

...ive Fall, 1987 FSU requires a min. of 24 dissertation hours.

ELECTIVE COURSES

Courses	Credits, in Fall	Sprng	Sumr
ELECTIVE - I, IV Any graduate-level course outside DEL	3,3		
ELECTIVE - II (Higher Education) EDA 5227 Woman Administrator EDA 5569 State Education Policy EDH 5205 Curriculum in Postsecondary Ed EDH 5631 Middle Management in H.E. EDH 5306 College Teaching-Subject Field		3	
ELECTIVE - III A fourth research tool course(s)			3
ELECTIVE - V (Higher Education) EDH 5612 State & Regional Planning EDH 5305 College Teaching-Instruction	3		

diploma. With almost no interruption to the doctoral program, a student may make the necessary arrangements and receive the Ed.Spl. degree. All doctoral students should file for this degree if they plan to leave the FSU campus before completing their prospectus or dissertation.

Course work for the "full-time doctoral student in Education" is listed on the next two pages. The requirements for the part-time Ed.D. student follows thereafter.

The Part-Time Ed.D. Program

The first step for an aspiring part-time doctoral student is to enroll in the Education Specialist degree program, a program designed especially for part-time advanced graduate students. A part-time student is one who enrolls for less than 12 credit hours of course work in any of the first three semesters of his/her doctoral program. The Ed.Spl. degree program (see page 17) will assist the student whose course enrollments will extend over two years, first by enabling the student to take the general comprehensive exam in a timely fashion and second by providing the recognition a student deserves for persevering through a long and arduous program of advanced graduate study. After a student has earned the Ed.Spl. degree, then he/she may apply for a doctoral program in Higher Education.

While enrolled in the Ed.Spl. program as a part-time doctoral student, the course work taken needs to be sequenced so that appropriate portions of it may be used, if desired, to satisfy the doctoral residency requirement. Residency for the part-time Ed.D. student can be met in at least two ways. The first way uses the Ed.Spl. hours; for example, residency could be established with six hours from each of the fifth and sixth part-time Ed.Spl. terms plus 12 hours in the first doctoral term. Full-time enrollment in the first doctoral term would be required; it could be a summer term, for example, if the right courses were available. Of course, additional hours would be required to complete the doctorate.

A second way for a part-time Ed.D. student to earn residency is to follow the same 6+6+12 credit pattern over three terms. However, the first 12 would have to be letter graded courses while the last 12 (in a single semester) should be dissertation hours; the latter is particularly appropriate because a dissertation project can be worked on in any of several locations. Enrollment in additional dissertation hours would be necessary until

COURSES FOR THE PART-TIME DOCTOR OF EDUCATION STUDENT WHO HAS AN ED. SPL. DEGREE FROM F.S.U.

Courses		Credits, in Fall	Sprng	Sumr
EDH 6935	Literature of H.E. & Prospectus	3		
Elective - I	(Higher Ed.)	3		
EVT 5761	Research Design * (3rd)		3	
Elective - II	* (4th)		3	
EDH 5505	Finance in Higher Education			3
EDH 5052	Current Problems in H.E.			3
EDH 9964	Preliminary Exam (Modified for P-T)			0
		6	6	6
EDH 6980	Dissertation Work	12		
Any other subject or research courses				
EDH 6980	Dissertation Work		2-12	
EDH 9985	Dissertation Defense		0	
EDH 6980	Dissertation Work—each term until dissertation is completed	2	2	2

ELECTIVE COURSES

Courses		Credits, in Fall	Sprng	Sumr
ELECTIVE - I	(Higher Ed.)	3		
EDA 5506	Organiz. & Governance			
EDH 5306	College Teaching—Subject Field			
EDH 5612	State & Regional Plng			
ELECTIVE - II			3	
A fourth research tool course				

Each part-time doctoral student should make sure that the last 12 hours of *course work* contain only letter-graded courses, especially if he/she intends to use 12 dissertation hours for the second half of the residency.

the dissertation is successfully defended. A faculty advisor will help each part-time Ed.Spl./Ed.D. student draft a program of studies to meet the residency requirement.

The preliminary exam for part-time doctoral students is the same as described above with a major exception for the student who has completed the Ed.Spl. degree in Higher Education at FSU. If the latter degree was completed, then the general field exam would have been passed except for the question(s) on research. Thus, upon completion of a program of studies, including the four research courses, the part-time Ed.D. student can complete the remainder of the current preliminary exam, i.e. the research question(s), the specialty area (third day) exam, and the oral exam. Doctoral candidacy is achieved upon passage of the entire exam.

Following is a general program of courses recommended for part-time Ed.D. students. This plan has been developed to articulate fully with the course plan for part-time Ed.Spl. students who expect to enroll in a doctoral program.

The Doctor of Philosophy Degree Program

The Doctor of Philosophy (Ph.D.) degree program is designed for the student who wants to conduct research in the field of Higher Education, perhaps teach in this field and eventually become a higher education administrator and leader. In terms of this degree program it is the number and variety of research courses, the achievement of an outside minor (or even a co-major in an outside field), plus the fundamental nature of the dissertation research which distinguishes this degree from the Ed.D. In general, the degree requires completion of an accredited master's program which, preferably, included a master's thesis. Applicants should score at least 1050 on the Graduate Record Exam, taken prior to application for admission. Also required is a minimum of 60 credit hours of course work with a B or better average, passage of a three-part preliminary exam, and completion of a dissertation. There may be some exceptions granted to the admissions and credit hour requirements, depending upon the kind of master's degree earned and the kinds of research and publications completed.

Persons with a master's degree applying for a doctoral program should have three to five years of full time work experience in a postsecondary setting or a policy agency before applying for ad-

mission. Applicants meeting the preceding and above requirements will be admitted only as full-time Ph.D. students. Persons who must enroll as a part-time doctoral student should refer to the descriptive information about the Ed.D. degree program. A person whose fluency in written English is average or lower should apply for the Education Specialist program and take whatever training is necessary to improve his/her writing skills before applying for a doctoral program.

A student may transfer in six hours of successful graduate work and/or be certified as having completed another eight hours of any required courses listed below if the graduate courses were taken within the last three years as part of a recognized Higher Education program. All transfer and certified course work must be accepted as equivalent to an FSU course by the professor regularly teaching the FSU course. A student must complete a minimum of 54 credit hours of course work at FSU for the Doctor of Philosophy degree if six hours of credit are transferred, independent of any subject hours being certified.

A doctoral student with a master's and/or an ED.Spl. degree in Higher Education will be required to complete one or two cognate minors outside the Higher Education program to achieve the 54 hour minimum. When extra hours of elective courses need to be taken, consideration should be given to additional research courses (e.g. EDF 5401, Regression Techniques), program evaluation courses (EDF 5461 and EDF 5462), and advanced seminars in an outside basic discipline(s) (because they cover not only a substantive area, but also the research methods of a discipline).

Each Ph.D. student must complete six research and/or statistics tool courses; this must be done before the preliminary exams can be taken. Additional substantive and/or research courses may be required by a supervisory committee so a doctoral candidate will be able to competently pursue his/her dissertation research.

Another requirement for all doctoral students is the accumulation of residency credits; a doctoral student must earn 24 credits in 12 consecutive months. The full-time student can achieve 24 credits in any two continuous semesters. Again, those who must enroll as part-time students should consider the Ed.D. degree.

The preliminary doctoral exams are designed principally for the purpose of informing the faculty whether a student has mastered the subject matter of Higher Education, has completed satisfactorily an outside minor, and has developed the skills to work in-

dependently on a dissertation. The exams include written and oral performances. The written exams are divided between a general field portion and a minor field or specialty portion. The general field portion requires the student to learn the substance of all the publications on the official exam reading list. Some of the books and materials on this list will be covered in part or whole in course work, while others will not. The field exam also has on it a research question(s) which must be passed by a student. The minor field or specialty exam is prepared by the student's supervisory committee on a topic on which the student has developed some expertise.

It should be noted that the general field exam, minus the research question(s), is used as the comprehensive exam for the Education Specialist student; a separate passing score is set for this abbreviated form of the exam. This arrangement is important for full-time doctoral students, for it permits them to earn the Ed.Spl. degree while working on the Ph.D. The procedure for obtaining the Ed.Spl. degree is as follows: after a student receives notice of a passing score for either the Ed.Spl. or the first portion of the doctoral preliminary exam and before the oral exam, the student should consult with his/her major professor. The oral exam will constitute the Ed.Spl. exam. Some separate papers must be filed for the Ed.Spl. degree, e.g. to certify a committee, a program of studies, eligibility for the Ed.Spl. exam and a request for a diploma. With almost no interruption to the doctoral program, a student may make the necessary arrangements and receive the Ed.Spl. degree. It is strongly recommended that Ph.D. students who must leave the campus before their prospectus or dissertation is completed file for this degree.

The full-time doctoral student should schedule courses according to the plan on the following pages.

COURSES FOR THE FULL-TIME DOCTOR OF PHILOSOPHY STUDENT

Courses	Credits, in Fall	Sprng	Sumr
EDF 5400 Basic Descr. & Infer. Stat. * (1st)	4		
EDH 5050 Graduate Inquiry Resources * (2nd)	1		
EDH 5051 Basic Understandings of H.E.	3		
EDH 5906 Directed Individual Study	1		
Elective - I ** (1st)	3		
	12		
EDH 5054 Postsecondary Survey		3	
Elective - II (Higher Ed)		3	
Elective - III * (3rd)		3	
Elective - IV ** (2nd)		3	
		12	
EDH 5052 Current Problems in H.E.			3
EDH 5505 Finance in Higher Education			3
EVT 5761 Research Design * (4th)			3
Elective - V ** (3rd)			3
			12
EDH 6935 Literature of H.E. & Prospectus	3		
Elective - VI (Higher Education)	3		
Elective - VII *(5th)	3		
Elective - VIII ** (4th)	3		
	12		
EDA 6101 Organization Theory		3	
EDH 5405 Legal Aspects of H.E.		3	
Elective - IX * (6th)		3	
Elective - X ** (5th)		3	
EDH 9964 Preliminary Doctoral Exam		0	
		12	
EDH 6980 Dissertation Work			8-12
Any other subject or research courses			
EDH 6980 Dissertation Work	3-12		
EDH 9985 Dissertation Defense	0		
EDH 6980 Dissertation Work: each term thereafter	2	2	2

*Research Tool courses
**Outside minor courses

Effective Fall, 1987 FSU requires a min. of 24 dissertation hours.

ELECTIVE COURSES

Courses	Credits, in Fall	Sprng	Sumr
ELECTIVES - I, IV, V, VIII, X Any graduate level course outside DEL; courses taken should constitute an outside minor and include advanced research seminars.	3,3	3,3	3
ELECTIVE - II (Higher Education) EDH 6006 Program Management EDH 6205 Curriculum in Postsecondary Ed EDH 6631 Middle Management in H.E. EDH 6306 College Teaching—Subject		3	
ELECTIVES - III, VII, IX Graduate level research tools courses	3	3,3	
ELECTIVE - V (Higher Education) EDA 5506 Orgz. & Govern. H.E. EDH 5612 State & Regional Plng EDH 5745 American College Student EDH 5305 College Teaching—Instructor	3		

Consult the Directory of Classes for other available courses.

CERTIFICATE PROGRAMS

The Higher Education faculty offers special programs for persons who desire training in particular segments of the Higher Education Program. Descriptions of these special programs follow.

College Teaching

Purpose and Philosophy

This four-course inter-departmental specialty is offered as an outside minor to students enrolled in any graduate degree program of the Florida State University. Special academic certification is available to those who successfully complete the course requirements. Individual courses are open to any student interested in exploring an aspect of college teaching.

The College Teaching specialty is particularly relevant to students enrolled in Master of Arts and Master of Science degree programs whose immediate professional objective is teaching in a two-year college, or to those working toward a doctorate who expect to teach in the lower division of a four-year college or university. This specialty emphasizes the knowledge and practice of college teaching, curriculum analysis and development, and the means by which successful learning takes place among post-high school and adult college students. Special attention is given to teaching in a graduate student's subject area.

The specialty offers students the opportunity to complement their preparation in a subject discipline through an intensive and focused exploration of theories of college teaching and issues in the professional development of faculty members. All students are expected to earn their master's or doctoral degree in their subject field.

Admission to the Program

Any student admitted to a graduate program at Florida State University is eligible to enroll in this specialty area. A student should submit a memorandum from his/her major professor to the director of the College Teaching specialty indicating that the student: (a) is in good standing in a university graduate program, (b) has completed most of the 24 hours of course work in the relevant subject field.

Students enrolled in master's degree programs who desire the College Teaching specialty may elect a course-type degree in lieu of preparing a thesis. The subject matter departments will determine the options available to their graduate students and the total credit hours required for award of the master's degree. Students enrolled in inter-departmental degree programs, such as the Humanities, must follow the requirements of those programs. Individual courses are open to all students.

Program Requirements

Students complete a program of studies for this specialty by selecting at least 12 semester credit hours from the following courses:

Post-Secondary Education: Survey and Overview
College Teaching: Instruction in Higher Education
College Teaching: Teaching in the Subject Field
Curriculum OR Adult Continuing Education Internship in College Teaching (usually required in the absence of successful teaching experience)

Doctoral students expecting to teach in four-year institutions should also consider taking Higher Education in America: Basic Understandings.

No transfer of credit will be accepted toward completion of the specialty in College Teaching.

Academic Certification

Requests for certification that the College Teaching requirements have been completed can be filed with the director of the College Teaching program upon successful completion of ALL program requirements.

AFFILIATED CENTERS

Institute for Studies in Higher Education

To augment the instructional program in Higher Education, the Institute for Studies in Higher Education was created in 1980 to offer opportunities for lectureships, research assistance and recognition to visiting scholars and university faculty, and to publish occasional papers and monographs on higher education and related topics. Its four basic purposes are:

1. To focus on institutional, organizational, state, regional, and national issues of management, governance, finance, educational services, and educational outcome through analytic and evaluative studies or through action research synthesizing and describing professional practice within postsecondary education.

2. To serve The Florida State University as well as the State of Florida as resource for policy analysis and for research on issues of postsecondary and lifelong education.

3. To complement the scholarly activities in higher and professional education leadership which have marked the graduate programs within the Department of Educational Leadership.

4. To serve as an initiator of activities and services intended to provide insight and to assist practitioners to deal with the immediate or future problems and issues confronting institutions or organizations of postsecondary education.

Institute for Departmental Leadership

Established in 1978 with funding from the Kellogg Foundation, the Institute for Departmental Leadership is designed to provide professional enrichment activities in the form of workshop sessions for department chairpersons and deans. Due to increasing complexities of operating institutions of higher education, along with decreasing enrollments and shrinking budgets, it is essential that chairpersons and deans become as knowledgeable as possible about planning, management, and leadership techniques. These and other topics are incorporated in

a workshop format consisting of small group discussion sessions along with discussions and formal presentations at general sessions.

State and Regional Higher Education Center

The State and Regional Higher Education Center was established in 1970 with support from the W.K. Kellogg Foundation. The mission of the Center is to provide policy and action research and professional development services for state, regional, and national agencies concerned with higher education. Since its inception, the Center has carried out projects for such agencies as the U.S. Department of Education, the American Association of Community and Junior Colleges, the Education Commission of the States, the Southern Association of Colleges and Schools, and the Southern Region Education Board. Among state agencies that have used the Center are the Florida Postsecondary Education Planning Commission, the Florida Board for Independent Colleges and Universities, the Louisiana Board of Regents, the West Virginia Board of Regents, as well as numerous state community college agencies.

Center for Studies of Women in Administration

The Center is committed to identifying and assisting in the solution of problems of women in both preparation for and placement in administrative and managerial positions in postsecondary education. Founded in 1977, the Center works cooperatively with the State University System of Florida, the Florida Department of Education, the Division of Community Colleges, and the Governor's Commission on the Status of Women, as well as with the other state, regional, and national offices. The activities and functions of the Center include surveying the field of educational management, analyzing and stimulating research on women in administration, disseminating information, developing instructional content and techniques, and consulting.

FACULTY

Joseph C. Beckham received a Ph.D. degree from the University of Florida and is a graduate of Florida's Holland Law Center. Prior to coming to FSU, he was a graduate faculty member and policy consultant with the University of Pennsylvania's Higher Education Finance Research Institute. Dr. Beckham has served as a consultant and legal counselor on matters of law and education to school districts, institutions of higher education, state departments of education, and various national organizations. His legal research studies have been widely published in law reviews and numerous professional education journals, he reviews appellate decisions involving public schools for Educational Research Service and is an editor of the quarterly review, *Schools and Courts*. Recent publications include an edited book, *Legal Issues in Public School Employment*, and a monograph, *Faculty or Staff Dismissal for Cause in Institutions of Higher Education*.

Louis W. Bender holds an Ed.D. degree from Lehigh University. Before joining FSU, he worked in Pennsylvania as Assistant Commissioner for Higher Education and earlier as Director of the Bureau of Community Colleges. He is now director of the FSU State and Regional Higher Education Center. Dr. Bender has extensive experience both nationally and internationally consulting for two- and four-year institutions, state and system-wide groups, professional associations, and accrediting bodies. Newly elected to the American Association of Community and Junior College Board of Directors, he also serves on the editorial board of the *Community College Review* and the publications review committee for the ERIC Clearinghouse for Junior Colleges. Dr. Bender has received numerous funding grants, including a recently completed research project for the Ford Foundation and his publications encompass books, monographs, and articles on a wide range of topics; recent works are *Students in Urban Settings: Achieving the Baccalaureate Degree*, a national study, and *Achievement of the Baccalaureate: Florida Policies and Practices in Selected Urban Areas*.

William L. Deegan has an Ed.D. degree from the University of California at Berkeley. He served on the research staff of the Center for Study of Higher Education at Berkeley and as a faculty member at Teachers College, Columbia University before coming to FSU. He is now Director of the Community College Teaching Program. Dr. Deegan has been a guest lecturer and consultant at colleges and universities in the United States and England as well as author and coauthor of a number of journal articles and monographs dealing with management issues in higher education. His current publications include a book, *Renewing the American Community College: Priorities and Strategies for Effective Leadership*, and a monograph, *Translating Theory into Practice: Implications of Japanese Management Theory for Student Personnel Administration*. His present project interests involve a study of the management of contract training programs in community colleges.

Melvene Hardee received her Ph.D. degree from the University of Chicago. A highly experienced educator, she worked with programs at Michigan State University, the University of Northern Iowa, and Stephens College before coming to FSU. She served as the first Director of the FSU Institute for Studies in Higher Education and is currently Director of the Center for Studies of Women in Administration. Various professional, civic, and governmental groups have honored Dr. Hardee; she has also been a visiting lecturer and professor at colleges and universities in the nation and abroad. Dr. Hardee has published numerous books and articles and authored several multi-media presentations related to issues of women in higher education and student affairs.

Richard Hulet holds an Ed.D. degree from the University of Illinois. Prior to joining the Higher Education Program at FSU, he worked on the staff of the Florida Board of Regents as Vice Chancellor for Student Affairs and served as the Vice President of the University and Dean of Student Services at Illinois State University. Dr. Hulet's consulting experiences include work for the U.S. Office of Education, the Ford Foundation, and several universities. He has also been active in several national, professional, and service organizations, among them the National Association of Student Personnel Administrators.

Robert B. Kimmel received his Ph.D. degree from Florida State University. Previous to his present position as Associate Vice President for Student Affairs, he held various positions in the student affairs area at Florida State, including Director of Student Services and Director of Planning and Research. Dr. Kimmel's experiences other than those at the University encompass work for the Florida Department of Education and private business. He has been very active in professional organizations and his interests in funding and technology in student affairs have generated various publications and presentations. Dr. Kimmel has also worked in consulting and grantsmanship.

Russell P. Kropp holds an Ed.D. degree from the University of Illinois. Before becoming assistant to the provost at FSU, he held positions in two departments and in the administration at the departmental, college, and university levels. Dr. Kropp was formerly head of the Department of Higher Education, the Director of the Institute of Human Learning, the Director of the Division of Instructional Research and Service, and a special assistant to the President. His interests in higher education include policy and planning, current problems, and instruction and learning.

David W. Leslie received his Ed.D. degree from Pennsylvania State University. Before joining FSU as Chairman of the Department of Educational Leadership, he served on the faculties of the University of Virginia and the University of Illinois and as Executive Assistant to the President at Illinois. In addition to serving as current President of the Association for the Study of Higher Education, Dr. Leslie is active in the American Educational Research Association. His work has been funded with grants from the National Science Foundation, the National Institute of Education, the Exxon Education Foundation, and the Illinois State Board of Education. Dr. Leslie's teaching and research interests include topics in the management of higher education, public policy for higher education, and legal issues in academic employment. He has published in the major higher education journals and is coauthor of *Part-Time Faculty in American Higher Education* and a number of monographs and research reports.

Marion Neil holds a Ph.D. degree from New York University. Before joining the Higher Education faculty at FSU, she was Associate Dean for Innovative Education at Polk Community College; her background includes public school teaching; teacher education and learning resources in private colleges; and learning resources and innovative education in Florida community colleges. Dr. Neil's research interests center around learning styles, student retention, self-concept programs, relaxation techniques, curriculum in higher education, and the community college. Among her publications is *Bibliography of Basic Readings Concerning Cognitive/Learning Styles*.

Robert Lorne Scott has a Ph.D. degree from Florida State University. In addition to his work in the Higher Education Program, he is Associate Director for the Center for Professional Development and Public Service at FSU, where he has held other administrative positions. Before joining FSU, Dr. Scott worked in naval education and training support in Florida and Rhode Island.

Robert G. Stakenas received his Ph.D. degree from the University of Michigan. Before coming to Florida State, he taught instrumental music in the public schools of Michigan. While at the University of Michigan, he served as an assistant to Wilbert J. McKeachie, who is known for his research on the characteristics of effective college teaching. At FSU, Dr. Stakenas has held a number of positions, including Director of the Instructional Development Center, which was responsible for faculty development. He is a research associate in the Learning Systems Institute and Associate Director of the Center for Needs Assessment and Planning. He was involved in the development of the College Level Academic Skills Testing (CLAST) Program and currently chairs its Standing Committee on Student Achievement. In 1984–85 he coordinated the program review of colleges of education in the State University System of Florida. In addition to his interest in college teaching, Dr. Stakenas has done research and published in the areas of history and policy analysis, student development, needs assessment, and evaluation. He is currently studying ways to use methods of decision-oriented research for policy development and decision making.

Allan Tucker received his Ph.D. degree from the University of Michigan. Prior to joining the Higher Education Program, he was Vice Chancellor for Academic Affairs of the State University System of Florida and has served on the faculty at Michigan State University. Dr. Tucker is Director of the Institute for Departmental Leadership; his book, *Chairing the Academic Department*, has become the standard text on the subject. With funding from the Kellogg Foundation during the past eight years, Dr. Tucker has conducted over 100 workshops nationally and abroad for department chairpersons and deans under the auspices of the American Council on Education, the American Association of Community and Junior Colleges, the Atlantic Association of Universities in Canada, and the State University System of Florida. His areas of interest are governance and administration of higher education, academic administration, middle management, and academic leadership; his publications include numerous articles and monographs in these areas.

Jack Waggaman earned his Ed.D. degree at Indiana University, where he had been assistant Director of the International Development Research Center, and, earlier, Acting Director of the Bureau of Institutional Research. He also organized and directed the first Office of Research for the Indiana General Assembly. Dr. Waggaman has published in several journals and government reports and presented papers at meetings of the American Educational Research Association and the Association for Studies in Higher Education. He has participated widely in professional activities that relate to state-level governance and higher education; his professional activities on behalf of the University are extensive, and he has served as a consultant for many organizations. His current projects include financial management of academic resources and developing education policy in state legislatures.